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The Development Of The George Washington Carver High School Karnack Texas As A Consolidated School

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THE DEVELOPMENT OF THE GEORGE WASHINGTON
CARVER HIGH SCHOOL, KARNACK, TEXAS,
AS A CONSOLIDATED SCHOOL

FRANKLIN

1948

THE DEVELOPMENT OF THE GEORGE WASHINGTON CARVER HIGH
SCHOOL, KARNACK, TEXAS, AS A CONSOLIDATED
SCHOOL

By

Theophilus Clay Franklin

A Thesis in Educational Administration and Supervision
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 the Thesis Requirement for the degree of
 Master of Science.

J. H. Windom
 Director of Thesis

Faculty Committee J. H. Windom, Chairman

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DEDICATION

To my wife whose encouragement in the preparation of this study has been invaluable. To my son, James, my daughter Marjorie, and my mother, Lucendie Franklin, for their devotion toward me while I was at work.

BIOGRAPHY

The writer, Theophilus Clay Franklin, is the thirty-third child of James Franklin and the only child of Lucendie Franklin. He was born in Bastrop County, May 23, 1907. His parents lived together eighteen years on their farm near Texas highway 79, Cedar Creek, Texas. The father died when the writer was sixteen years of age. The writer's childhood days were spent in Bastrop County. He began his education in a one-room rural school, in the Cedar Creek Community, still known as the Elm Grove Elementary school. Three years later, the writer transferred to the Emile High school, Bastrop, Texas. He graduated from high school in 1927. He entered Samuel Huston College, Austin, Texas and attended two years. He transferred to Tillotson College, Austin, Texas and received the Bachelor of Arts degree in 1938 from this institution.

The writer has taught in the public rural schools of Bastrop county; the Booker T. Washington High, Elgin, Texas; the Blackshear High, Taylor, Texas; Gethsemane High, Jefferson, Texas; the Garland High, DeKalb, Texas; and the George Washington Carver High, Karnack, Texas. In the summer of 1942, the writer studied at the University of Southern California in the field of Health education.

He was married to Olivia DeShay Franklin in 1928. To their union were born a son, James William and a daughter, Marjorie Thressa. His present position is principal of the George Washington Carver school, Karnack, Texas.

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CHAPTER I

HISTORICAL BACKGROUND

Historical Background of Harrison County. — A band of 1800 Americans left the United States in 1825 ¹ with a Spanish impresario, Hayden Edwards, to settle a grant of land that had been made to him by the Mexican government. This grant was made near the east border of North-east Texas and Louisiana. They arrived at Nacogdoches, the capital of the colony, and started exploring the territory for home-sites that afforded opportunities such as they desired. Very soon Edwards had to give up this \$50,000 venture on account of controversies with the old land settlers, who were protesting his attitude about their land titles. This trouble caused Edwards to become unpopular with the Mexican government, and very soon he was forced to leave the colony. Those who remained were eager to move to the north of Nacogdoches and organize a county away from the savage Indians, rough riders from the Neutral Ground, and undesirable new-comers from the United States.

The company was then headed by a man named Finch, who came from St. Augustine in 1837. Peter Whetstone, a member of this group, worked very hard persuading the company to petition the Mexican government to grant them the territory including Harrison, Marion and Panola counties, with what is now the present site of Marshall as the county seat for their new location. The Mexican government granted them the location and referred them to the Land Grant Committee for approval of the grant.

Peter Whetstone invited the Land Grant Committee to investigate the territory and grant them permission to organize a county. The county

¹ Pennybacker, J. M., History of Texas, p. 69.

was named for Jonas Harrison, a lawyer, who settled in Shelby County and died in 1837.¹ According to county records, Marshall and Harrison County were established about the year 1842.

Harrison County is located in the northeast corner of Texas, bordering Louisiana on the East. It is known for its heavy pine belt. The Sabine river bottom land on the southern boundary has a very fertile soil due to soil in the river which is deposited in the bottom lands during floods. This makes the section south of Marshall a productive farming area. Harrison County has an altitude of 375 feet, an annual rainfall of 45.88 inches and a temperature of 66.2 degrees F. The growing season is 240 days long. Cypress Creek flows across the northeast corner of the county to the Caddo Lake and forms the boundary to the north.

The resources of Harrison County are: loams, sandy clay, alluvial soils, lumber including the loblolly and shortleaf pine, gum, ash and oak forests. There are two large brick factories located in the vicinity and a number of oilwells producing 46,819 barrels of oil annually. There is annual report of 4,145 bales of cotton grown in the county.

The Caddo State Park located near the Caddo Lake has 35,000 acres and is one of the outstanding parks in the United States.

History of the Karnack Community. -- The community dates back to 1860, when settlers became interested in the fishing industry and the cutting of pulpwood for the making of paper; these were and are the prime enterprises for inhabitants in the community. Their possibilities were great, because Karnack is located eight miles from the Caddo Lake, a water channel sixty miles long, which has a width, in many places of eight miles, and extends from Jefferson, Texas - a town at the southern

¹Texas Almanac, 1947-1948 Edition, p. 475.

end of the channel established in 1841 to Shreveport, Louisiana. The channel also serves as a tributary to Red River. Ships began hauling cotton from Jefferson Port during the days of slavery. Negro slaves carried the pulpwood from swamp bottoms along the Caddo to wagons that were hitched along the road two and three miles away. The old plantation homes reveal the background of slavery. The native pines have dotted the waste fields from the Jefferson to the Karnack area over a period of years. The erosion and loss of fertility make these fields non-productive. Indian spikes and arrow-points which may be found in many parts of the community reveal the presence of roaming Indians before the coming of the white man. This shows that some type of civilization existed in this vicinity years before historical records were made.

The name, Karnack, was given the postoffice and two stores in 1900¹ by Jake Baker, the first merchant and postmaster in the village. The original Karnack was a cotton center on the Nile River in Egypt which produced an enormous amount of cotton.² Agriculture was once profitable and well adapted to the community, therefore many Negroes were brought to this settlement during slavery and sold to planters to do the work on the farms.³

In 1850, a company set up a ship channel from New Orleans to Jefferson, Texas, partly by the Red River; after passing Shreveport, 10

¹Recorded Interview with Mr. U. R. Weisner, Teacher, Leigh, Texas. June 27, 1948.

²Postmaster at Marshall, Texas. History of Post Offices of the First Congressional District, p. 561.

³Mason, L. U., A Community Survey of Harrison County, 1947.

miles later the ships entered the Caddo Lake bound for Jefferson, Texas. The steamships transported most of the cotton in Northeast Texas from Jefferson, Texas to New Orleans Port. This trade began to profit and doubled the demand for common laborers and Negroes were brought to this section in overwhelming numbers. The demand for laborers was present throughout the South, and was met by the immigration of slaves to this community along with their masters who moved in to make their homes in Harrison County.

The style of the old plantation homes that remain in the Karnack community testify to the former presence of prosperous masters among the early settlers in what is now Karnack community. It is possible to imagine an ante-bellum setting when observing these scenic features. Many descendants of slaves can relate stories of their grandparents and parents who toiled on the very soil that now lies in waste beneath the dotted forest of pines. Harrison County has a total population of 50,746 of which 56.8 per cent are Negroes.¹

Today, we find Karnack a surviving rural community composed of 300 Negro families² working at the same occupations as did their ancestors; however, at the same time, some new enterprises have helped them to purchase many homes, build churches, and consolidate all small schools of the district into one consolidated High School. In planning the consolidation of the Negro schools in the Karnack Area, the trustees seem to have had in mind the theory advanced by Edward G. Olson who states in his book that the day has passed when education can reach its goal

¹Recorded Survey Made by Dr. L. B. Cash, Principal of Center Point School, Pittsburgh, Texas, 1947.

²Ibid.

by remaining inside the four walls of the classroom.¹ The new community school seeks to tie in agencies that will render all services for the development of the whole child.

If the economic and social improvements are to continue, there are many problems which must be solved by those who continue, to fight for the betterment of the community.

The Consolidation of George Washington Carver High School, Karnack, Texas, 1949

A Description of Schools Before Consolidation. — The schools of Karnack were ranked among those in the lower brackets of schools in the state, when rated by rural criteria, because of crowded conditions, short school terms, poorly constructed buildings and low salaries. The inadequacy of the one-and two-teacher schools handicapped the whites as well as the Negroes in the Karnack School District.

At first there were small schools in the district known as the Karnack Common School District in 1939. The district, under the leadership of M. F. Mayfield, a local white teacher, persuaded the school board to propose an independent school district, and vote a local tax in order to apply for State-Aid. After some controversy, the plan was carried out and the people began to plan new schools for the whites and Negroes. Karnack was the first community in Harrison County to sponsor consolidation.

The new consolidation of schools in the Karnack District brought greater educational opportunities to the children in the community by measuring up to standards that were being set up in other rural

¹

Olson, Edward G., School and Community, p. 10

communities in East Texas. A survey reveals the fact that during the twenty-five year period prior to the consolidation of schools in this district that thirty-five pupils went away to high schools in the towns of Marshall, Texas, Jefferson, Texas; and Shreveport Louisiana. Thirty-one of these students attended Pemberton High School, Marshall, Texas; one attended Central High School, Jefferson, Texas; and three attended high school at Shreveport, Louisiana.

M. F. Mayfield, the first superintendent elected in the Karnack Independent School District, had plans more modern than those of the average educator had served the people around Karnack. Because of his superior ability, he presented plans of education that may have been as much as twenty-five years ahead of the community.¹

Superintendent Mayfield's first step was to propose a district bond issue in order to provide enough money to build two schools; one for Negro and one for white children. A check of the census showed that there were 535 Negroes and 300 whites on the scholastic census roll in 1942.² The bond issue was set at \$100,000 and was carried by a majority vote of the citizens in the district. The schools were built by a WPA loan plus the local bond issue money.³ The two schools were built very reasonably because the district had plenty of limestone rock available only a mile and a half from Karnack.

The WPA contractors and laborers started the building in the spring of 1940.⁴ The George Washing Carver High School was to be located

1

Interview with Mr. C. L. Fason, Karnack School Board President for Twelve years.

2

School Record, Census Roll, 1940.

3

Brown and Brown, Contractors, Dallas, Texas, Letter to Principal, 1948.

4

Fason, Op. Cit.

just back of the old Woodside School building that was built in 1923 by the Rosenwald Foundation. The plan called for sixteen class rooms built according to specification, a gymnasium, clinic, principal's office, lunchroom and library. The building forms an H, with the front wings housing the class-rooms divided by a hall. There are three front exits. The hall, which stretches 300 feet through the building, has two main doors for entrance. At the rear of the building are two rooms to house the home-making department and the lunchroom. The gymnasium is equipped with bleachers and a spacious stage for programs. Children were brought in from the following communities: James' Chapel -- a two-teacher school, Hughes -- a one-teacher school, Woodside -- a two-teacher school, Port Caddo and Peters Chapel -- both one-teacher schools. The name, George Washington Carver was suggested by the faculty of the school in honor of the great Negro scientist, George Washington Carver.

During the first term, 539 pupils were enrolled in the new school, and some transfers were sent from the state of Louisiana, eight miles from the school.

An example of rural possibilities is seen as one passes on the Jefferson-Shreveport Highway, and views this magnificent building three-hundred feet long, set in the midst of pine trees that dot the ten-acre campus. The adjoining communities -- Leigh, Lotta and Scottsville -- transfer their high school students to the district yearly. Since the beginning of this institution, the community has taken on new life, for the educational activities have been centered around the needs of the children in the Karnack Community.

Statement Of Problem

The late President Franklin D. Roosevelt proposed a program to aid rural schools. He said: "It must purely and simply provide the guarantee that this country is great enough to give to all of its children the right to a free education."¹ Texas' wealth in natural resources is known throughout the nation.

How well does Texas provide for the education of its Negro citizens? It is generally assumed that the schools are the most important educative agency for democracy and that the boys and girls in our classrooms today will be our men and women who must shoulder the responsibilities of tomorrow. This study attempts to treat the factors entering into the development of the George Washington Carver High School, Karnack, Texas.

Before stating the plans that were made for the improvements after consolidation, it is necessary to know the previous status of the schools. Before one is able to show the improvements that were made by consolidating the schools in the district, one will have to consider the curricular offerings in the Karnack schools before consolidation and those that are available in the district now. The late President Franklin D. Roosevelt said at a White House Conference in a meeting held by the leading educators of the United States on Rural Education, that "the rural children have always been and still are the least privileged in the nation." However, to plan scientifically for improve-

¹The Houston Press, October 5, 1944, p. 20.

ment, it is necessary to have specific information about the conditions that existed then and what the school's curriculum offers today. This study is designed to provide some data on the consolidation of the Karnack Negro schools. Among the questions to be considered are the following: (1) What caused the Karnack school district to consolidate the Negro schools? (2) What improvements have been made in the school system since the consolidation as to curriculum, salary, school terms, buildings, scholastic census and school membership? (3) How do the teachers compare as to training and experience with those who were in the system before consolidation? (4) What are the causes for drop-outs? (5) What improvements have been made in the physical plant? (6) What is the attitude of the community toward the school? (7) What activities are sponsored by the school?

Purpose of Study

The writer hopes to show through this study how a modern consolidated school grew out of the deplorable conditions and inadequate educational facilities that formally existed in seven one-teacher and two-teacher schools operating in the Karnack School District.

Scope of Study

The first phase of this study is a description of the schools that were in the district before the consolidation was made in 1939. The period before the schools were improved shows that the district was one of the poorest school districts that Harrison County had and the opportunities were very meager for both whites and Negroes.

The white teachers had a higher salary scale and a longer school term. Their professional qualifications were lower than those of the Negro teachers in college training, experience and certification.¹

The expense incurred in sending children away from the district to other high schools was an economic problem to the parents who were interested in sending their children to school.

The district covers 47 square miles in area, and joins the Marshall Independent School District on the south. Transfers are sent to the school from adjoining communities because the George Washington Carver School teaches grades that are above those taught in those districts. Some of the students live quite a distance from Karnack and have had to provide transportation at their own expense since no provision for transportation of Negro students is made by their local trustees.

Source of Data And Method Of Study

A number of tools and procedures, such as questionnaire^{sec}(appendix) teachers' registers, hand-books, school records on file in the superintendent's office and interviews have been used in this study.² The writer has interviewed people of the community who are able to give what he judged to be information authentic enough on which to base definite conclusions. Interviews were held with three white educators of the community and the contractor who built the Negro school.

¹ Teacher's Transcripts, Records in Superintendent's Office, Karnack, Texas, 1948.

² Almack, John C. Research and Thesis Writing, p. 114

Several days were spent in checking records of the school and teachers' registers. One day was spent in the County Superintendent's office for census information for the eight year record of the George Washington Carver School. The records of the school in the Independent School District were used whenever needed. These data were obtained and then summarized for this study.

In some instances, the information was not questioned. This is true where early history of the community was related by persons who heard stories from their slave parents and grand-parents. The interview method has been the main source in obtaining information about the development of the school. The writer found the whites in the county very courteous and interested in helping furnish information for the study. The inconsistency of records in the schools has caused the writer to spend quite a bit of time searching for desired information. There has been a spirit of cooperation shown by all teachers in the community who are concerned with improvements that can be made by consolidating schools.

Previous Similar Studies

The writer, by checking all previously prepared Prairie View College Master's theses, found that there were a few studies similar to this.

Luter's thesis gives facts and data about the Hempstead school's development and the activities that were fostered by patrons in helping to build a training school for the Hempstead youth.¹ This study

¹ Luter, B.S., Historical Analysis of Hempstead Negro Schools Unpublished Master's Thesis, Introduction.

does not deal with consolidation which is feasible for smaller schools.

Tarrow, in his study of higher education for Negroes, concludes that the efforts to support it were not commensurate with the needs and the demands.¹ The meager appropriations have not met the needs for Negroes over the state proportionately.

Prairie View A & M College has held annual Educational Conferences dealing with the vital problems about Texas schools and their school children. The writer found two conference reports relating to the subject matter of this report. These findings inspired the writer to study the conditions in Karnack and to report the progress that the Carver School has made since its establishment as a consolidated school. Subjects of the conference reports that touched on the consolidated school system are as follows:

Present Status of High Schools for Negroes in Texas 1931 .

Negro Rural Schools In Texas, 1933 .

Availability of Public Education for Negroes in Texas, 1937 .

A study was made by Mrs. Bessie A. Thomas on The Advantages And Disadvantages of Consolidated Negro Schools in Waller County .² Her study portrayed the conditions that existed before the consolidation with Hempstead and the steady growth the educational system has made since such improvements have come about. Her study was made on a county-wide basis. She shows how these schools were brought to consolidation through the efforts of alert Negroes in the community and the desire of those in authority to provide Negro youth with better

¹ Tarrow, W. A., A University for Negroes - A Promise Unfulfilled. Unpublished Master's Thesis, Index V

² Thomas, Bessie A., Advantages and Disadvantages of the Consolidated Negro Schools in Waller County, 1942

opportunities.

This study will show to some extent the advantages that have accrued from the consolidation of Negro schools in the Karnack district and outlined the improvements that have been made in providing adequate educational opportunities for Negro children in this district.

The Karnack Independent School Superintendent, J. H. Wilbanks, on one occasion during the 1947 and 1948 school year, said: "I hope to have both the Negro and white schools in the Karnack school district accredited by the end of the next school term. I think it will be worthy of our consideration."

This slogan has a definite meaning. The superintendent of the Karnack schools knows that the teachers are striving to meet the requirements of accreditation. The teachers realize that the school functions for the development of the whole child; therefore, it will take the cooperation of everyone concerned including the Karnack communities that were consolidated to work together and meet these qualifications. It is highly important that Negroes receive the best educational facilities that can be afforded.

CHAPTER II

TEACHING PERSONNEL

One of the weakest points in rural school systems throughout the United States was for a long time, the lack of competent local administration.¹ Under the old regime the rural local school was administered to by a local trustee board composed for the most part of farmers and other laymen. This fact caused the schools to suffer because of the inability of the members of the local trustee board to grasp the significance of the advantages incouched in educational training.

The one-teacher and two-teacher Negro schools in the Karnack area had this same type of administrative set-up and consequently were victims of the evils of the traditional type of school administration. For an example, all too trequently teachers were employed for personal reasons. For an example, members of the local trustees board in the one and two-teacher schools in the Karnack area made it a practice to employ teachers for the Negro schools on the basis of the applicant's promise to trade with them and the teacher's continued employment depended upon the manner in which he kept his promise.² Another undesirable practice of the local trustee boards in the Karnack area was the practice of employing local Negroes whose training was not even of elementary school status to teach in the local schools.

¹ Sanders, Dwight. Rural Sociology and Rural Social Organizations, pp1. 371-72

² Interview held with Mr. C. O. Johnson, former teacher in George Washington Carver School, October 3, 1947 .

The school records of 1940 show a decided trend for the better in teacher preparation, for in this year the average teacher in the Karnack district and Negro schools had had at least some college training.

In 1948, the George Washington Carver (Consolidated) High School has seventeen teachers including the principal, and all of them except one have either an A.B. or B. S. degree from reputable colleges. This demonstrates very clearly the progress that has been made in the Negro teaching personnel in the Karnack School District.¹

TABLE I A CHART SHOWING THE PROFESSIONAL TRAINING OF THE TEACHERS
OVER A PERIOD OF EIGHT YEARS

Year	One Year College	Two Year College	Three Year College	Four Year College	Advanced Training
1940	1	2	4	11	1
1941	1	2	4	11	3
1942	0	2	5	11	3
1943	0	1	5	12	3
1944	0	1	4	10	3
1945	0	1	0	14	4
1946	0	1	1	14	3
1947	0	1	0	15	3
1948	0	1	0	16	3

Before the consolidation of the Negro schools in the Karnack dis-

¹

George Washington Carver High School Records, Head Teacher's Report, 1940 - to 1948.

strict no high school grades were taught. The one or two-teachers employed in each school were forced to teach all of the grades, one through seven. This condition probably caused a large number of children to drop out of school and go to work. After children probably lost interest in school, for some teachers had not had the type of training that equipped them with the skill to give students who were not reciting a sufficient amount of seat work to keep them busy until it came their time to recite.

Table II reveals that now, in the high school department in the George Washington Carver school, teachers are given assignments coinciding with their major and minor fields of concentration in college.

TABLE II. ASSIGNMENT OF TEACHERS IN THE HIGH SCHOOL DEPARTMENT
ACCORDING TO THEIR MAJOR OR MINOR FIELD

Number of Teachers	Major	Minor	Subjects Taught
1	Education	Spanish	Spanish
1	Agriculture	Science	Voc. Agriculture
1	English	Education	English
1	Mathematics	Science	Mathematics
1	Education	English	Typing
1	Education	Home Econ.	Home Economics
1	History	Sociology	History

Prior to the consolidation of Negro schools in this district there were eight females and two male teachers employed. At the present time, there are twelve female and five male teachers employed.

Table III shows that teachers employed at the New Consolidated Carver School are graduates of some Negro Colleges in Texas. The majority hailing from Bishop College, Marshall, Texas. Other schools represented by the faculty personnel are: Wiley College, Prairie View College, Tillotson College, Samuel Huston College, and Texas College. Even though a large variety of college are represented on the faculty, a fine spirit of cooperation and harmony exists among the majority. The table below will give the colleges attended by the men and lady teachers in the Carver school in 1948.

TABLE III. DISTRIBUTION OF NEGRO TEACHERS IN GEORGE WASHINGTON CARVER HIGH SCHOOL ACCORDING TO SEX AND COLLEGE ATTENDED, 1948

College	Number of Teachers	
	Male	Female
Bishop College	1	5
Wiley College	1	3
Prairie View College	1	1
Tillotson College	1	1
Samuel Huston College	1	
Texas College		2
Total	5	12

Administration

The Karnack schools were classified under the consolidated independent school districts in 1939. M. F. Mayfield was the first superintendent of the district. He served for two terms.

The George Washington Carver High School has had two principals since the consolidation was perfected in 1939. R. B. Anderson and T. C. Franklin. Anderson served as principal five years and resigned to go into business on August 1, 1945. T. C. Franklin, principal of Garland High School, was elected immediately, August 2, 1945. He now serves as principal of the school. The supervisory duties of the two principals have been the same. Both taught one class and devoted the rest of their time to administrative duties.

The school's administrative program has shown progress, under the two principals, in rural leadership and in advancing the kind of curriculum that is useful in the Karnack Community. Courses in typing, domestic science and art are taught; opportunities for leadership are given through club activities, intramural sports and vocational agriculture. Many of the boys and girls drop out or marry soon after their graduation. The school plans a program that will enable them to acquire a practical high school education.

The new faculty for the consolidated school was selected for the first year by the principal, R. B. Anderson. The teachers from the schools of consolidated were given contracts to remain in the system for one year. The following persons composed the first faculty:

Faculty, First Year 1940-1941

R. B. Anderson, Principal	Miss M. Vance, First Grade
Mrs. E. L. Anderson, Science	Miss G.M. Marshall First Grade
B.L. Peppers, English	Mrs. V.M. Raven, First Grade
C.E. Estes, Mathematics	Mrs. J.E. Marshall Second Grade

Mrs. N. V. Berry, Home Economics
 Miss R. L. Roland, History and Seventh Grade (A)
 L. U. Mason, Agriculture
 R. R. Johnson, Elementary, Principal, Government
 and Seventh Grade (B)
 Mrs. Joyce Rosboro, Second Grade
 Miss W. M. Booker, Third Grade
 Mrs. M. L. Campbell, Fourth Grade
 C. O. Johnson, Fourth Grade
 Miss C. M. Williams, Fifth Grade
 J. E. Minneweather, Sixth Grade

Faculty, Second Year 1941-42 (Only one Change)

Grady Orange Replaced by Miss Vance and Served as Coach .

Faculty Third Year 1942-43

R.B. Anderson, Principal
 Mrs. E. L. Anderson , Science-History
 Deward Singleton, Sixth Grade
 Miss Lola Mae Williams, English
 C. C. McAlfee, Mathematics
 Miss Lockie Harris, Second Grade
 Mrs. N. V. Berry, Home Economics
 L. V. Mason, Vocational Agriculture
 Miss Gussie Marshall, Fourth Grade
 Mrs. Jessie Marshall, Second Grade
 Mrs. Valrie Raven, First Grade
 Mrs. Curtis Williams, Sixth Grade
 Miss Willie Mae Booker, Third Grade
 Mrs. Mary L. Campbell, Fourth Grade
 Jessie Minneweather, Fifth Grade
 Mrs. Joyce Rosboro, First Grade
 Mrs. Freddie L. Roland, Seventh Grade

Faculty Fourth Year, 1943-44

R. B. Anderson, Principal
 Deward Singleton, Sixth Grade
 L. C. McAfee, Mathematics
 L. U. Mason , Vocational Agriculture
 Mrs. Jessie Marshall, Second Grade
 Miss Curtis Williams, First Grade
 Mrs. Mary Lee Campbell, Fourth Grade
 Miss Roland, Seventh Grade

Mrs. E. L. Anderson, Science-History
 Miss Lela Mae Williams, English
 Mrs. N. V. Berry, Home Economics
 Miss Gussie M. Marshall, Fourth Grade
 Mrs. Valrie Raven, First Grade
 Mrs. Willie M. Edwards, Fifth Grade
 Jessie Minneweather, Fifth Grade

Faculty Fifth Year , 1944-45

R. B. Anderson, Principal
 Mrs. E. L. Anderson, Science- History
 Miss Lela Mae Williams, English
 Mrs. N. V. Berry, Home Economics
 Miss Lelah Kirven, English
 L. C. McAfee, Mathematics
 Mrs. Mary Lee Campbell
 L. V. Mason, Vocational Agriculture
 Mrs. Jeusie Marshall , Second Grade
 Mrs. Curtis Haggerty, First Grade
 Miss Gussie Marshall, Fourth Grade
 Mrs. Valrie Raven, First Grade
 Mrs. Willie M. Edwards, Third Grade
 Jessie Minneweather, Fifth Grade

Faculty, Sixth year , 1945-46

T. C. Franklin, Principal
 Mrs. Johnnie Mae Deadmon, Homemaking
 Mrs. Valrie Raven, First Grade
 Mrs. Jessie Marshall, Second Grade
 Mrs. C. M. Johnson, Fourth Grade
 Jessie Minneweather, Fifth Grade
 Mrs. Lelah Kirven, Ninth Grade
 L. C. McAfee, Eleventh Grade
 L. U. Mason, Vocational Agriculture and
 8th Grade
 Mrs. Curtis Haggerty, First Grade
 Mrs. Olivia D. Franklin, Second Grade
 Mrs. Willie Mae Edwards, Third Grade
 Jessie A. DeShay, Sixth Grade
 Miss Lula Daniels, Fourth Grade

Faculty, Seventh Year, 1946-47

T. C. Franklin, Principal
 Miss B. L. Williams, Homemaking

Mrs. V. M. Raven, First Grade
 Mrs. C. M. Haggerty, First Grade
 Mrs. O. M. Franklin, Second Grade
 Mrs. Jessie Marshall, Second Grade
 Mrs. W. M. Edwards, Third Grade
 Mrs. L. S. Daniels, Fourth Grade
 Mrs. C. M. Johnson, Fourth Grade
 J. E. Minneweather, Fifth Grade
 W. F. Hygh, Sixth and Seventh Grade
 J. H. Payne, History
 J. R. Kelly, Mathematics
 Mrs. Lelak Kerven, English
 B. J. H. Taylor, Vocational Agriculture

Faculty Eighth Year, 1947-48

T. C. Franklin, Principal
 Mrs. O. M. D. Franklin, Mathematics
 Mrs. Lelah Kerven, English
 Mrs. Ruby Williams, Homemaking
 B. J. H. Taylor, Vocational Agriculture
 W. F. Hygh, History
 Miss Jewel Thigpen, Typing
 Mrs. Valrie Raven, First Grade (A)
 Mrs. Curtis Haggerty, First Grade (B)
 Mrs. Florence Hygh, Second Grade (A)
 Mrs. Jessie Marshall, Second Grade (B)
 Mrs. Willie Mae Edwards, Third Grade
 Mrs. L. S. Daniels Chesley, Fourth Grade
 Mrs. C. M. Johnson, Fifth Grade (A)
 Jessie Minneweather, Fifth Grade (B)
 Mrs. B. L. Williams, Sixth Grade
 R. A. McDonald, Seventh Grade ¹

(The indications, A and B show the grade divisions).

Tenure and Turnover

Teachers are given contracts for one year in the Karnack district. The tenure has not been stable because some of the teachers were lured away to better jobs during the war and many were interested in better work. The board released seven teachers

¹

in 1945 including the principal, for accused intimations to the State Department concerning the un-fair use of the allotted funds for the school.

Table IV shows that the greatest number of teachers to resign in any single year since 1941 - 42 is five. There has been some variation in the number of teachers. From 1940 - 41 to 1947 - 48, eleven teachers have resigned, nine have been released, and twenty have been hired.

TABLE IV. THE TURNOVER IN THE GEORGE WASHINGTON CARVER SCHOOL FROM 1940 - 1948

Year	Number of Teachers	Number Resigned	Number Released	Number Hired
1940-41	18	0	1	1
1941-42	18	0	0	0
1942-43	18	6	2	7
1943-44	15	0	0	0
1944-45	15	1	6	7
1945-46	16	1	0	1
1946-47	16	1	0	1
1947-48	17	3	0	3

It is interesting to note that two teachers have been in the Karmack district for almost thirty years. These two teachers were in the district before the schools were consolidated. Their experiences have been quite helpful to the writer in making the study of development in the schools. Four teachers who were brought in with the consolidation remain along with the two of greatest tenure in the district.

The teacher cannot do his best work if he is constantly haunted by the possibility of losing his position, especially for a special reason. Before the Karnack schools were consolidated, teachers were selected from the best prepared people in the profession who lived in the Karnack community. This practice did not prove to be the best policy in all situations. Teachers should be selected to fill vacancies according to their qualifications and ability in the field assigned to them.

Salary Scale

One of the problems that must be solved in the George Washington Carver High School is whether or not the general preparation of the applicant for a teaching position shall take precedence in the salary schedule over the specialized training of applicants in major and minor areas of study.

The writer feels that in the George Washington Carver School the single salary schedule provides payment in terms of the general preparation of the teachers and does not take into consideration the specialized training of the teacher. The only factors determining the salary of a teacher at present are those of experience, general training and advanced degrees as certified in the bulletin published annually by the State Department of Education.¹

The writer refers especially to the case of elementary school teachers as exemplified in the George Washington Carver School who during their college careers majored in foreign languages, natural

¹ State Department of Education, State of Texas, H. B. 295 Equalization Bill, September 1, 1947 - August 31, 1949, p. 4.

and social sciences, English, and other subjects that are not taught in the elementary schools. The writer feels that in instances like these, that the elementary school teacher who takes special courses in elementary methods and procedures should be given serious consideration when it comes to salary raises. Table V below will show the major and minor fields of the elementary school faculty of Carver school and support the writer's observation,¹ October, 1947.

TABLE V. ELEMENTARY FACULTY AS OF 1948 - ASSIGNMENTS AND TRAINING

grades or Assignments	Degree	Number of Teachers	Major	Minor
1-A	A.B.	1	Education	English
1-B	A.B.	1	Education	French
2-A	A.B.	1	Education	English
3	A.B.	1	Education	English
4	A.B.	1	History - Edu	Political Sci.
5	B.A.	1	Science	Education
6	2 Yrs College	1	Education	French
7	B.S.	1	Homemaking	Science
8	B.S.	1	Social Science	Sociology
9	B.A.	1	Social Science	Sociology

¹ George Washington Carver School, School Records of 1948.

TABLE VI. EXPERIENCE, TENURE, SALARY, AND ASSIGNMENT COMPARED
FOR 3 YEARS - 1940-1941; 1945-1946; and 1947-1948

1940-1941

Teachers	Experience	Tenure	Salary	Assignment
R. B. Anderson	10 yrs.	1 yr.	\$1400.00	Principal
E. L. Anderson	1 "	1 "	815.50	Science
F. L. Roland	0 "	1 "	787.50	History
B. O. Peppers	5 "	1 "	877.50	English
G. E. Estes	3 "	3 "	832.50	Mathematics
L. U. Mason	1 "	1 "	1500.00	Agriculture
N. V. Berry	14 "	1 "	967.50	Homemaking
R. R. Johnson	17 "	1 "	1214.00	Elem. Principal
J. E. Minneweather	20 "	14 "	922.50	6th Grade
C. Williams	2 "	2 "	787.50	6th Grade
M. Vance	4 "	4 "	877.50	5th Grade
C. O. Johnson	1 "	1 "	787.50	4th Grade
W.M. Booker	2 "	2 "	787.50	3rd Grade
J. M. Marshall	20 "	18 "	922.50	2nd Grade
M. L. Campbell	15 "	8 "	967.50	2nd Grade
G. M. Marshall	12 "	6 "	967.50	1st Grade
J. R. Rosborough	15 "	6 "	967.50	Pre-Primer
V.M. Raven	10 "	3 "	832.50	1st Grade

1945-46

T. C. Franklin	17 yrs.	1 yr.	\$1890.00	Principal
L. M. Williams	15 "	3 "	1440.00	English
L. C. McAfee	6 "	4 "	1396.40	Mathematics
W. F. Hygh	1 "	1 "	1290.00	History
J. M. Deadmon	3 "	1 "	1340.00	Homemaking
L. U. Mason	7 "	6 "	2426.00	Agriculture
J. A. DeShay	1 "	1 "	1240.00	6th Grade
J. E. Minneweather	26 "	20 "	1436.00	5th Grade
C. M. Johnson	16 "	1 "	1440.00	4th Grade
W. M. Edwards	8 "	8 "	1404.00	3rd Grade
L. S. Daniels	6 "	1 "	1377.00	3rd Grade
J. M. Marshall	28 "	24 "	1440.00	2nd Grade
O. D. Franklin	9 "	1 "	1404.00	2nd Grade
V. M. Raven	14 "	14 "	1440.00	1st Grade
C. W. Haggerty	8 "	8 "	1404.00	1st Grade

TABLE VII. THIS TABLE SHOWS THE SALARY SET UP ACCORDING TO EXPERIENCE AND TRAINING

1947-48				
Teachers	Experience	Tenure	Salary	Assignment
T. C. Franklin	19 yrs	3 yrs	\$3100	Principal
B. J. H. Taylor, Jr.	16 "	1½ "	3400	Agriculture
W. F. Hygh	3 "	3 "	2169	History
Lelah W. Kirven	17 "	7 "	2655	English
Ruby Williams	2 "	1 "	2115	Homemaking
Olivia D. Franklin	11 "	3 "	2601	Mathematics
Ardressa McDonald	2 "	1 "	2115	7th Grade
Bernice Williams	5 "	2 "	2277	6th Grade
Cardie Johnson	17 "	3 "	2640	5th Grade
Lula Mae Daniels	6 "	3 "		4th Grade
Willie Mae Edwards	9 "	8 "	2439	3rd Grade
Florence Hygh	2 "			
Substitutes 4½ months	2 "	6 mos.	600	2nd Grade
Jessie Marshall	29 "	8 Yrs.	2655	2nd Grade
Curtis Haggerty	10 "	8 "	2493	1st Grade
Valree Raven	16 "	8 "	2655	1st Grade
Jewel Thigpen	1 "	1 "	1000	Secretary
Jessie Minneweather	28 "			

Experience

The Karmack Independent school district does not have any pre-requisites pertaining to experience before entering the school system. Some experience, however is desirable. One Negro teacher has worked in the community twenty-nine years. She is very active in her work and takes part in all activities of the school. Another teacher has worked twenty-eight years in the community but resigned in May, 1948 because of partial blindness; he leaves with the school a memory of renown service and a splendid personality to be emulated by those who will serve the school in the future.

CHAPTER III

PUPIL PERSONNEL

The rating of the progress of the George Washington Carver High School's pupils in the development of personal qualities, or character traits is receiving careful attention in all grades.

Prior to the year 1945, no attempt was made to take note of or direct the talents and interests of the student personnel of the Carver school. At this time, however a special blank was given to each pupil on which he recorded information about himself and his family background.

The reason for the inauguration of a program of this sort was to offer guidance to each student personally. One reason for the institution adopting the plan was to assist graduates of the school in preparing themselves to enter college without any difficulties or embarrassments. The writer has received reports from Wiley and Bishop Colleges that are very commending concerning the graduates from the George Washington Carver school.¹ Further investigation has not been made about students who attended other institutions. The majority of students attend the two colleges previously mentioned.

Scholastic Census

In the George Washington Carver school, as in all State-aid schools, the scholastic census is a determining factor in providing

¹ Conference with College Deans at Wiley and Bishop Colleges, April 4, 1948.

a sufficient amount of money to operate the school. The number of teachers is determined by the number of children who reside in the district between the ages of six to seventeen years of age. The county superintendent and the board of trustees of the independent school districts, on the first day of each January, or as soon as practicable thereafter, always appoint one of the trustees of each school district to take the census, he becomes known as the census trustee.¹ However, the Negro scholastics are mostly taken by the Negro teachers. The census trustee, between the first day of March and the first day of April, after appointment, shall take a census of the children that will be over six and under eighteen years of age on the first day of the following September, and who are residents of the school district on said first day of April.² Many districts do not compensate the ones who take the census. This is considered a duty that the teachers are supposed to perform for the school.

The Karnack district has many families living in remote parts of the community who are represented in the schools. When the need arises, teachers are asked to spend afternoons contacting homes for this information at their expense.

¹ State Department of Education, Public School Law of the State of Texas, 1945, p. 144

² Ibid., p. 144

Table VIII shows that the scholastic population is greater than the school membership. In both groups, the total number of females exceeds the total number of males although this is not true for each grade level.

TABLE VII. COMPARISON BETWEEN SCHOLASTICS POPULATION
AND SCHOOL MEMBERSHIP BY
GRADES AND SEX

Grades	Scholastic			Membership		
	Male	Female	Total	Male	Female	Total
1	40	36	76	38	33	71
2	30	38	68	31	36	66
3	33	30	63	29	26	56
4	31	30	61	30	30	60
5	40	30	70	37	28	65
6	17	17	34	15	14	29
7	13	16	29	10	14	24
8	17	20	37	16	18	34
9	16	9	25	12	6	18
10	7	28	35	6	25	31
11	18	26	44	14	21	35
12	4	9	13	4	8	12
Totals	266	299	565	241	251	492

*Data was collected from Head Teacher's or Principal's Report from District Superintendent's Office, Karnack, Texas, 1948.

The school records show a gradual yearly decrease in the number of scholastics in the Karnack school district; this may be due to the trend toward the rural people moving into the cities for economic reasons. In 1940 the census roll showed 539 scholastics. In 1948 the number has decreased to 492, in spite of the fact that the adjoining school districts send students to the George Washington Carver School to complete their last two years of high school work.

Table IX reveals that 182 of the 481 pupils enrolled were retained. In the sixth grade more than half the students were retained while in the first and eighth grades, 50 per cent were retained.

TABLE IX. THE TABLE SHOWS THE GRADE, THE ENROLIMENT, PROMOTION
AND RETENTIONS AT THE END OF THE SECOND SEMESTER,
1948

Instructor's Name	Grade Taught	Number in Grade	Number Promoted	Number Retained
C. M. Haggerty	1-A	30	15	15
V. M. Raven	1-B	34	19	15
F. J. Hygh	2-A	33	18	15
J. N. Marshall	2-B	33	19	14
W. M. Edwards	3	55	33	22
L. S. Daniels	4	50	32	18
C. M. Johnson	5-A	35	25	10
J. E. Minneweather	5-B	30	19	11
B. L. Williams	6	29	12	17
R.A. McDonald	7	21	17	4
B. J. H. Taylor	8	34	17	17
Lelah Kirven	9	18	10	8
R. M. Williams	10	33	23	10
O. M. Franklin	11	30	4	
W. F. Hygh	12	12	11	1
Grand Total		481	299	182

Attendance

Non-attendance has become a problem of great significance in the Karnack School District. The principal has made three approaches to the problem. He attempts to contact the parents of the students;

threatens to call in the public officers of the law; or contact the offending student in the attempt to find out the cause. The parents who are employed away from home often leave the children alone. Many times when the principal writes notes or visits the parents, he gets some response from them through a conference, but they do not keep their promises in making the proper adjustments. Many times attendance officers who have authority to contact these situations are very sincere in their approaches. There are Negro families who are not contacted because they are living on farms of influential white land-holders, and who always find some excuse that makes it possible for the parents to get by. In employing the three approaches, the "buck" is usually passed and the principal has no resources within the bounds of law enforcement to utilize and continue to prevail.

Interviews revealed that the attendance in the Karnack School district is higher for the elementary grades comparatively than in the high school. Some of the larger boys stay at home to do meager farming jobs, and many are hired on the Caddo lake to propel boats. There have been some improvements that encourage children to attend school. The interview further shows that the "hot lunch" program sponsored by the Government helped in improving the attendance of the young children. Caliver's study of Secondary Education for Negroes showed that "work" was the most commonly given reason, by principals for the poor attendance of students; poverty, parental indifferences, illness, distance from school, weather, and training ranked in the order of decreasing frequency.¹

¹Caliver, Ambrose, Secondary Education for Negroes, p. 53.

Work and distance from the school are two factors involved in non-attendance in the Karnack district.

Age-Grade Placement

The writer observed a teacher's report of age-grade distribution in the term report and saw that she had on her roll children ranging from ten to sixteen years of age in the fifth grade. If one considers the matter seriously, certainly such elements as late entrance, poor attendance, lack of interest and mental ability were important factors creating the situation in the George Washington Carver School.

Many of the children are overage, but this is not due to failure at all times. They are the children who did not get a chance to go to school regularly, those who did not enter school until they were over six. All of these conditions exist in the George Washington Carver School. The ages range from six years to twenty-two on the school roster. The only cause for acceleration is double promotions or the operation of other factors which enable the pupils to complete their work in less than normal time. There is a boy seven years old who is in the seventh grade.

Occupational Status of Parents

Occupational status is closely related to educational level, and has similar community effects. Land-owning farmers are different people from tenant-farmers, just as unskilled workers live differently in many respects from industrial technicians and professional persons. The way in which community residents get their living is very significant.

The income of the child's parents greatly affects his school career. There are activities that children engage in that cost extra money that must be provided by the parents. Usually the father is the "bread-winner" in the Karnack Community.

There are only a few farmers in the school district, but all of the fathers are profitably employed in Karnack or in near by towns. Some of them work in Marshall, Texas, fourteen miles away while many others work in Waskom, Texas, fifteen miles away. The Karnack Community provides opportunities for the fathers to work. Parents have been able to support their families in a very acceptable manner, as is manifested through the children's response to the hot lunch program and the school's profits from the sales of candy, ice cream and soda water to the students.

Withdrawals and Graduates

The reasons for children dropping out of school must be considered vital in a school program. The professionally minded teacher concerned with the success of his pupils after school days are past.

General Withdrawals. One of the main reasons for children withdrawing from the George Washington Carver High School is the fact that the people in charge of the fishing industry at the Caddo lake offer special work inducements to the children of high school age in the Karnack district.

Withdrawals from the Senior Class. Children usually enter their senior year with a feeling of dignity and enthusiasm. When-

ever a member of the senior class of the Carver school drops out, the teachers have observed the effect it has upon the remaining seniors in making adjustments in the program. Table X shows the seniors who withdrew from high school during the period 1940 - 48; it also gives their reasons for withdrawing.

TABLE X. A TABLE SHOWING THE DROP-OUTS IN THE SENIOR CLASS AND THE CAUSES FOR EACH, 1940 - 1948

<u>Names</u>	<u>Year</u>	<u>Reason for Withdrawals</u>
Bertha Mitchell	1941	Marriage
Nell E. McWilliams	1941	Marriage
Henretta Ruffin	1942	Marriage
Gladys Hill	1943	Marriage
Doris Price	1943	Marriage
Elverna Edwards	1943	Moved away
James Harris	1945	Moved away
Clara Hygh	1946	Marriage
Leonia P. Golden	1946	Marriage
Lillie D. Johnson	1947	Reason unknown

Through the writer's observations there are very few boys who have dropped out without being employed. The George Washington Carver School has been able to point out this fact from cumulative records on file in principals office. These records contain information about each student who enrolls in the month of September as well as at other intervals during the year.

The George Washington Carver High School Graduates, 1940-1948.

Texas four year high schools require at least sixteen academic units for graduation, and two-year high schools not fewer than eight nor more than ten. The following credits are required for graduation in a Texas four-year high school and the George Washington Carver High School operates according to this plan. The following credits are required for graduation in a four-year high school:

Laboratory Science	1 unit
English	3 units
Mathematics	2 units
Social Studies	2 units

Including a full unit in American History or Civics embracing a careful study of the Federal and State Constitution or a split unit in American History and Civics embracing a study of the Federal and State Constitutions.¹

Some graduates of the George Washington Carver School have done well in their college studies. A recent graduate from Wiley College, Miss Evelena Brown received highest honors, "Summa Cum Laude" May, 1948. She finished from the Carver school in 1944 with highest honors from the school. The social science classes are taught by one of the first high school graduates after the Carver school was consolidated. There are four young ladies teaching in the county in rural schools who are graduate from the Carver school. The school aims to prepare young people to go out and serve the public well and efficiently in some chosen vocation.

¹

State Department of Education. Standards and Activities. p. 42

For the most part, the graduates of George Washington Carver School have remained in the community and followed in the foot steps of their parents. They seem to be content to follow the type of life that their parents. They seem to be content to follow the type of life that their parents have lived and have no desire to venture out of the community and seek further educational training.

The last eight years, however, have witnessed a drastic increase in the percentage of Carver high graduating class of fifteen went to college, while in the year 1947, nine out of a graduating class of seventeen attended college. This means that in the short period of five years the number of graduates attending college has increased from approximately six per cent to more than fifty per cent.

The Curridular Offerings

The curriculum was very limited in the Karnack rural schools before the consolidation in 1939. The teachers attempted to teach every class daily, but in many instances the teacher was forced to let some of the advanced students hear the children recite, and at the same time she could carry on other responsibilities. The class periods ran ten to twenty-five minutes in length and many times they were cut if some one came to see the teachers on business. The three R's were stressed only, and many times the children's parents would criticize the teacher for permitting the students to engage in any type of school activity.¹

¹Minneweather, Jessie E. "The Improvements That Have Been Made in our School Programs." A Report Made to the Carver Faculty Meetings, January 17, 1948.

The teachers had three recess periods during the day for recreation. The recess periods ran for ten minutes in the morning and afternoons. The noon recess ran for an hour. The play periods were not properly supervised because the teachers used the period to do remedial teaching and to make out reports. Many times the disciplinary problems were grave in the Negro schools because the program did not allow any time for recreation.

The George Washington Carver school does not carry a good science program. The department suffers for equipment and an able instructor. It is the opinion of the local Karnack superintendent that the science involved in the teaching of the vocational agriculture and home economics classes will be equivalent to that of a science department.

At the request of the teachers the unit-method of teaching is used in lesson preparation. These units are chosen to include the natural resources of the community. The units are checked by the principal and evaluated as often as the teachers are able to complete a block of work.

All class periods in the high school department run forty-five minutes. The high school department has one intermission during the day; the noon hour for sixty minutes. During the noon hour the teachers supervise children in the lunch-room and the activities on the playground.

The elementary teachers use the block schedule, including language arts, science, mathematics and the social studies.

A school curriculum cannot remain static in a dynamic society.¹ The general public expects the schools to provide children with the training requisite for successful participation in the present social and economic order. This can hardly be obtained with out-of-date curriculums in the rural schools.

The new curriculum in the George Washington Carver High School seeks to meet the needs of the children within the community. The curricular offerings are formulated by the principal and faculty of the Negro schools. The white local superintendent approves the program with added suggestions at the beginning of each school term.

TABLE XI. A STANDARD ACADEMIC CURRICULUM FOR THE GEORGE WASHINGTON CARVER SCHOOL

English	English	English	English
Algebra	World History	Am. History	Civics ($\frac{1}{2}$)
Home Making	Home Making	Home Making	Spanish
Vocational Agri.	Vocational Agri.	Vocational Agri.	Typing
Typewriting or	Com. Arith ($\frac{1}{2}$)		
Junior Business	Science ($\frac{1}{2}$)	Plane Geometry	Bus. Arith.
Physical Ed. ($\frac{1}{2}$)	Physical Ed ($\frac{1}{2}$)	Physical Ed ($\frac{1}{2}$)	Physical Ed. ($\frac{1}{2}$)
Music	Music	Music	Music

¹

Otto, Henry J., Elementary School Organization and Administration, p. 91.

CHAPTER IV

THE PHYSICAL PLANT

The importance of a school plant. - The school plant includes the school site, the school building and the school equipment.¹ The two school buildings of Carver High make excellent contributions to the communities. Public-relation agencies serve to introduce the program of the school to the public. The Karnack Community can look on the school plant with pride because of its architectural design. The building includes ample space for an adequate program. The school is located away from heavy traffic. The building is of native limestone rock, built in the form of an H. The agricultural farm shop and classroom are 10 feet from the main building.

History of Physical Plants. - - There have been four buildings on the present site of the George Washington Carver School since 1872. The first building was built of pine logs by Negro parents in the community. It was taught by a white philanthropist from some place in the North.² The school was built on the property that belonged to a white landholder, C. P. Porter. The building was in use for twenty years. In 1892, a son of C. P. Porter, Jr. passed a county examination and received his first certificate to teach in the Karnack school. He held this teaching position until 1905. Then the patrons decided to build a larger school for the community due to overcrowded

1Reeder, Ward G., A First Course in Education, p. 157

2Interview with Dillard Lane, one of the sons of a lady who attended the school.

conditions. They used the materials in the first frame building and named it Woodside, because it stood near eight live oak trees. The main community road that led to Marshall passed about 20 yards from the school. In the days of wagons and buggies, patrons would stop in to get a cool drink of water and chat with C.P. Porter, Jr. about teachers and about their children's progress.¹

John Williams, one of the first college students in the community, received his certificate from a county examination and began his first job at Woodside at the resignation of C. P. Porter. Williams taught in the building erected some years earlier until the road was changed and the people of the community began building and settling further Eastward. At this time patrons decided to build the school one mile east of its original site on the Karnack-Shreveport highway. This was in the year 1912. The ten acre plot was purchased from T. J. Taylor at \$10.00 per acre with a note covering the balance of \$50.00 which they were to pay by donations. The patrons had in mind that they wanted an industrial school for their children in their community. Dillard Lane was appointed to see after the property and farm the land in order to build up the school treasury. The labor was free, and each parent was pledged to give a day on the plot of land that was to be farmed. Very soon the treasury had grown large enough to place \$100. in the Marshall National Bank. The movement was very slow toward erecting the industrial school but they kept the idea in mind. Williams became inactive in 1920. Mrs. Della Porter was elected principal and an assistant teacher was added to the school staff.

¹Interview with Mrs. Della Porter, Teacher in the Woodside School, 1920 - 1931.

The enrollment had reached 105 pupils with an average daily attendance of eighty-five ¹. The school was approved of as being eligible for a Rosenwald grant and a new three room building was completed in August, 1923. In 1931, Lorenza Marshall was elected principal. He served as principal until the consolidation in 1939. The school up to this time was taught only through the seventh grade.

Description of New school building.—The class rooms in the new school building are divided by a hall 300 feet long and two side halls opening to the front of the main building. There are two doors leading to the gymnasium-auditorium. At the end of the 100 feet gymnasium-auditorium are two class rooms 30 X 50 feet. These two classrooms are used for the lunchroom and homemaking classes. The P.T.A. is constructing indoor lavatories just outside the right gymnasium-auditorium door for boys and girls. This convenience was omitted in the original plan. The main building houses the high school and junior high grades on the east side of the building. The library, 30 X 60 feet, and the clinic, 10 X 30 feet are also located on the west side of the building. The principal's office and elementary grades are located in the left wing. The vocational agriculture shop is a separate frame building. All classrooms are ventilated from the halls by four small windows.

The building was erected by W.P.A. donations and money obtained from local bond issue. -- The people floated a bond issue for \$100,000 to build the Negro and white schools. The Negro school cost \$50,000.

1

Interview with Mrs. Della Porter, teacher in the Woodside School, 1920 to 1931.

The WPA donated \$39,000 in labor.

The rocks were quarried from the Cade State Park by the laborers and glazed by machinery before they were sent to the school site.¹

The school has a deep water well that furnishes running water for the school. The electric pump and storage tank gives ample pressure to the system. Three bubler fountains are located in the building and one in the agricultural shop. The school is heated by eighteen butane gas stoves for the classrooms and two coal heaters for the gymnasium-auditorium. There are rock walks around the building for the convenience of the children and to protect the school.

School Grounds

The campus is well drained from the front of the school and has a slight elevation even with the main building that gives the school an attractive view. The play-ground and football field are located at the rear of the school campus. Swings and other play ground equipment were placed at convenient places for the smaller children. The campus is fenced in; this keeps the roaming stock from eating the shrubbery during the winter months when the community ignores the stock law. The fence posts in the front of the school are whitewashed which adds attractiveness to the grounds as the travelers pass the highway that leads from Karnack to Shreveport, Louisiana.

¹ A description of the situation and a report of schools was prepared by Superintendent Herring, 1940. It was given to the writer by Superintendent J.H. Wilbanks, June 28, 1948.

Janitorial Services

The one who has charge of buildings and grounds has a grave responsibility in showing a display of attractiveness and cleanliness. The writer thinks that one of the responsibilities of an administrator is to keep the building up to standards at all times. The school has changed janitors three times since it was consolidated. Table XII shows the monthly salaries paid to the three janitors from 1940 - 48.

TABLE XII. JANITOR'S MONTHLY SALARY

Name of Janitors	Years in Service	Salary
Bluff Davis	1940-1942	\$50.00
Nude Sanders	1942-1946	\$60.00
James May	1946-1948	\$50.00

The writer feels that the janitor is a very important individual in a school program. His responsibilities are very great and it is the administrators duty to make his feel that he a part of the school program where there are grave responsibilities that must be shared by all who are on the staff. Often he is given assistance when he can not complete all jobs that pertain to the daily schedule. The best results have been obtained when the scheduled duties for each day are given the janitor every morning. He has an outline to follow and can not feel that he is only the "handy man" about the school. There is an opportunity to show cooperation toward the janitor since he is responsible for good housekeeping.

Bus Transportation and Regulations

Six buses transport the children to the George Washington Carver high school. These buses are overloaded with children because the bus capacity is too small for the routes that are assigned to the drivers. The school should have two buses added for the convenience of the children. The situation shows that two buses have to crowd in ninety pupils many days when weather permits them to run the entire routes. This is a situation the writer is working out through the medium of public relations and he hopes to be able to relieve the situation very soon.

The school district owns all school buses except one which is a privately owned bus operated by the owner. He is paid \$150.00 a month for his services in transporting twenty-five children. The buses have been well cared for by the mechanic who is hired by the district at an annual salary of \$1800 a year.

Four buses are driven by the men who are faculty members. They are paid \$25.00 extra per month for their bus responsibilities. It creates a problem when trouble occurs with the vehicle and the teacher is away from a telephone. However, there is an emergency bus ready to send out for drivers who do not arrive on scheduled time.

The bus drivers must pass an examination in driving education before they are permitted to begin their duties in the school. This examination is given by certified highway patrol men in Marshall, Texas on Tuesday, Thursday and Saturdays of each week. The

applicant is given a mimeographed comprehensive test on the rules set forth in the Texas Public Safety Handbook. The second requirement is the driving test, in an automobile, on highway rules and regulations. If the applicant satisfactorily passes these examinations he receives a chauffeur's license for a fee of \$3.00 to operate school buses.

The trustees of any school district, common or independent, making provisions for the transportation of pupils to and from school, shall for such purposes employ or contract with responsible persons or firms. It is stated in Article 2687 that:

No person shall be employed to transport pupils who is not at least twenty-one years of age and a competent driver of motor vehicles and sound in body and mind. All motor vehicles operated by school districts, directly or by contract, in transportation of pupils shall be covered and so glassed or curtained at the sides and rear as to protect the pupils from the inclemencies of the weather and shall at all times be equipped with efficient lights and brakes. The drivers of all school transportation vehicles shall be required to give bond for such amount as the board of trustees of the district may prescribe, not less than \$2,000.00 payable to the district, and conditioned upon the faithful discharge of their duties for the protection of the pupils under their charge and faithful performance of the contract with said school board; and they shall, before crossing any railroad or interurban railway tracks, bring their vehicles to a dead stop. Failure to stop before crossing such railway, as provided herein, shall forfeit the driver's contract, and in case of accident to the pupils or vehicles the bond shall be forfeited and the amount and all rights thereunder shall be determined by a court of competent jurisdiction. (Acts 1929, 41st Leg., 1st C. S., Ch. 42. Sec. 1, p. 96) ¹

1

State Department of Education, Public School Laws of Texas, 1946, p.44

School children are taught regulations about the buses to avoid accidents in loading and unloading. They are instructed not to approach a bus in the afternoon until the bus driver had arrived at the bus and has complete control of the bus and children to be loaded. They form a line, pass into the bus and seat themselves quietly. If there is a pupil who does not regard these rules, he is reported by the bus driver to the principal. Children are not permitted to unload from the rear of the bus nor pass behind the bus while the bus is in motion. The driver is instructed to have children cross the road in front of the bus before he puts the vehicle into motion. All traffic must stop until children have cleared the highway. The bus driver has the responsibility of keeping order, and observance of school rules while the children are in his charge.

CHAPTER V

COMMUNITY RELATIONS

Before one can do any thing about improving community relations, one must know how good or bad they are. And before that, one has to be sure that his basic policies are such as to warrant good public relations.¹ The Karnack community has social patterns that must be dealt with. The best approach that the writer has experienced is to have those who are supporting the school program to be sure that they fully understand and comprehend its values and share with personal satisfaction in its development.²

The democratic school draws upon and also contributes to the community. The program uses the parents and their services as resources that are vital in the school program. It is, therefore, essential that administrators, teachers, and students alike understand how every interview, excursion and survey, every extended field study, service project and work experience is a venture toward community relations.

Three general groups of people must be considered in all communities for improvement in their relations between the school and the community. These groups are the students themselves, their parents, and the public at large.

1

Postley, Maurice P. "How to Improve Your Public Relations." The American School Board Journal. 115: 5-27, November, 1947

2

Olson, Edward G. , School and Community, p. 335

ing personnel has few , if any , contacts. The program has centered its interest in the community, relied upon its support, since the key to success is information and participation.

The cooperative community projects are fostered by two groups; the Mothers' Club and the Farmers' Improvement Club, these organizations pool their interest and make wise use of the resources in the community that will serve the school and the community, and at the same time lend aid to other people who rely on us for the services that can be rendered. The public relations in the community are basic for any one to follow if he hopes to build a program carefully and in a detailed manner. The students should master their field-work techniques by making the right contacts cooperatively, and by having an appreciation for the contributions of others. Many times community relations are kept in a closed book to the public and many communities suffer because they do not have solutions to their problems. The publicized notable programs in the community will create new interest in the community and at the same time well the school program to the parents and the general public.¹

Farmers Cooperative Improvement Club

The farmer's Cooperative Improvement Club holds two meetings each month at the Agricultural Farm Shop. The meeting is presided over by Jidd Porter, a local truck farmer. They plan projects in

¹ Sanderson, Dwight W., Rural Sociology and Rural Social Organization. p. 289.

scientific farming and pool their financial resources for group projects. The class is under the direct supervision of the local agriculture teacher.

Mother's Club

The mother's club has been organized for eight years. The mothers are under the supervision of the home making instructor. They study meal planning, good grooming and home nursing. The principal of the school is called in to lecture to the ladies on different phases of child guidance and other resource visitors are used to give demonstrations.

Community Sunday School

The community Sunday School meets twice each month at the school gymnasium. This is an unusual situation in a community program since religious services are usually held in the local churches. The situation is somewhat different in this community. The nearest church is four miles away, too far for children to walk who do not have means of getting to and from Sunday School each Sunday. The people have organized the George Washington Carver Sunday School to meet the needs of those who live in the school community. Those attending have shown interest and the teachers who live in the community have been able to serve the people by participating.

The School Board

How does the public fare at the board meetings? This question has been discussed by parents in the community because they

never know what the board plans to do until the decision has been reached and the results of their meetings have been publicized. Some presiding officers forget that the man who holds the least popular point of view often wins support and sympathy if the presiding officer figuratively bounces the gavel on his head.¹

The school board is composed of seven members who meet monthly in regular meetings and in call meetings when the need arises. The school board is the one organization that has had quite a bit of criticism placed upon it. The members free services are given at the expense of valuable time that they could use, otherwise, but the responsibility must be shared by the citizens in the community. Therefore, some one has to render services for the district and the general public.

The school board members are elected every two years by the qualified voters in the community. The election is held the first Saturday in April. The county board of trustees may appoint said trustees in cases where no one is elected. All board members are under oath that they will faithfully and impartially discharge their duties by a signed affidavit filed with the county judge.

The board of trustees of any independent district may employ teachers² for the school under their jurisdiction, plan for the operation of the schools and sign pay rolls.

¹ Postley, Op. Cit., p. 28

² Texas State Department of Education, Public School Laws, 1945, p. 96.

Suppose we examine some successful approach to the George Washington Carver community. The school has attempted to build better attitudes toward the program by having the children in the school to understand the policies and the conditions in the school. The child who attends the school and understands the program can sell the program to the parents sooner than any school paper or conversation that the principal is able to hold will convey.

To secure parental cooperation, the school is developing a community program through projects. The school fair has been an inspiration in the George Washington Carver Community. Farmers are encouraged to bring their products to the school fair and receive prizes for their displays from the school. At the same time they have a chance to contact the vocational agriculture teacher concerning better methods in scientific farming and what they will have to do to build up the eroded soils in the community. When adults are faced with new kinds of educational practices, we can expect to find doubt; and at the same time open hostility, on the part of the parents whose concepts of a "good education" must be learned from a text book. The writer has observed this situation as a problem of the community, but the future hopes in the relations of the community are centered in the progress of the school.

The parents have been used as liaison persons to gain entrance to many political issues that would affect the school. They are able to make arrangements with individuals with whom the teach-

The local school board does not visit the school unless invited by the superintendent or principal to a public program. The administrative and supervisory duties are carried on by the superintendent. The men who compose the group are merchants and day laborers. The only requirements specified in qualifying for election are to be a bonified citizen who has lived in the district for two years.

One of the most common public educational organizations found in the United States is one in which the superintendent of schools shares with the high school principal practically all important duties connected with the management of the secondary schools. The superintendent realizes that support must be given by the principal if he (the superintendent) is to give the proper attention to the district. He should request the board to appoint a principal cluttered with administrative power to function under his leadership.¹

Community Council

The community council is an organization in a community composed of the key persons to work cooperatively with the school in planning, working and engaging in activities for the common good. The schools are able to build a closely related program around community processes and problems with adequate freedom of thought and discussion and freedom to depart from the traditional teaching methods and will be accepted by the parents and children in the community. The members in this group are very active as an advisory body.

1

Jacobson, P. B., and Reavis, W. C., Duties of School Principals. pp. 35-36.

Community Churches

The Karnack School district has seven churches in the communities with memberships above the average in rural communities. Table XIII gives the churches and their memberships.

TABLE XIII. CHURCHES LOCATED IN THE KARNACK COMMUNITY

Name of Church	Denomination	Number of Members
Antioch	Baptist	700
James Chapel	Baptist	300
Pine Bluff	Baptist	250
Peter's Chapel	Baptist	200
Mt. Ridge	Baptist	140
Pleasant Hill	Methodist	150
Annie's Chapel	Methodist	10
Total Number Members		1700

The tangible aspects of a community's religious life includes its organized churches and missions, and its social -religious agencies such as the Young Women and Young Men's Christian Associations. The number of Baptist churches is a vital factor that one should consider. It keeps the people divided into groups that should be consolidated just as the schools. This would help them to select better religious leaders and have religious programs that would include interests for young people.

Pleasant Hill C.M. E. Church has a membership of 150 members who are common laborers. In 1947, they completed a \$37,000 church.

The church is one of the best equipped and arranged in the East Texas rural communities. All churches are well kept and have ample beautification. The Baptist churches suffer from proper supervision because the pastors live elsewhere. Usually the religious Baptist activities are carried on only the two Sundays the pastor is present in the community. The members are very inactive under such leadership. The church is one of the basis institutions in society, therefore the success of the community depends upon the progress that is made in the home, church and school.¹

1

Dwight Sanderson, Rural Sociology and Community Organizations, p. 64.

CHAPTER VI

SCHOOL ACTIVITIES

The school sponsors extra-curricular activities for the children daily. An activity period is held in the high school grades from 2:30 to 4:00 p.m. During their period the teachers are assigned to various groups to supervise their activities. The coaches teach various games on certain days of the week; the choral club is scheduled twice each week and the clubs meet on certain days. The Student Council is a helpful organization in the high school program. The children have an opportunity to formulate plans that will relieve the administration and school community of many responsibilities. They have been quite helpful in supervising the halls, working in the lunchroom and library. They have contacted teachers for certain improvements in the school program that will add to the curriculum and handle disciplinary problems that are within their limitations.

The Pep Squad is quite active during football and basketball seasons. They receive special training in leadership. The school can receive publicity through such organizations during the school year.

The Choral Club is composed of all high school pupils. They are taught the fundamentals of sight-singing, music appreciation and group singing. They hold an annual Thanksgiving Musical on Thanksgiving each year. The group has been presented at the East

Texas Teachers' Association, churches in Marshall, Texas and before white audiences in the community.

The band has been presented upon all public occasions at the school. The band has suffered greatly because it has not had a regular teacher since the second world war. The children own their instruments and pay a small fee to provide instructors.

The physical education program is taken care of during the activity program and noon hour. The teacher teaches folk dances, clogging, aesthetic dancing and games that can be played in and out-of-doors. The children who take physical education are required to furnish their uniforms.

No activity should be organized, or interest maintained in it, which requires stronger stimulus than casual suggestion and encouragement from the principal or other members of the staff.¹

School Sports

School sports are vital activities of the school program. The principal sports that the children engage in are basketball and football. The limited funds have impeded the progress of these activities. The program can not progress unless the appropriations are made to get the equipment that is needed. The school has purchased some things for the department, but they are far from the desired amount that boys and girls should have to

¹

Douglas, Harold R., Organization and Administration, p. 212.

use in this type of programs. The football club has membership in the East Texas Football Conference. The team won second place for the 1947 season. The basketball teams have won five trophies as winners in tournaments that have been held in East Texas.

N.H.T. and N.F.A.

The N.F.A. and N.H.T. organizations are promoters in the high school vocational program. Their participation in the leadership activities makes them have contact with all schools that teach vocational agriculture in the State of Texas, by attending the conventions for such groups at Prairie View College. The organizations work cooperatively in the school. They are the most inspirational forces in the school in sponsoring programs and activities that show planning on the part of the organizations and the instructors. The leadership activities that are engaged in during the year helps the students to put into practice those things that teachers teach in the classrooms daily. These are principles of good citizenship and fellowship. These are the aims of such an organization in any high school program.

Summer Recreational Clubs

Most of the recreational activity in the typical community is informal, developed by the individual himself and centering around the family and small groups. The community suffers when there is no wholesome recreation for the group as a whole, where they can see no children from all the homes participating in activities that will develop a spirit of cooperation. The rural

community does not have the attraction that city children enjoy by meeting at parks equipped with swimming pools and play ground equipment for their enjoyment. There is no picture show in many places, or art galleries to see, but the George Washington Carver high school's teachers have a fine way of providing substitutes. They are able to go camping on the Caddo lake, swimming in the Cypress Bayou, visiting the scenes of ante-bellum houses in the community and other places of interest, attending the Daily Bible Vacation Schools at the community churches and attending the weekly movies at the school.

Organized recreational activities are usually of two kinds: those provided by the public or private agencies and not operated for a profit and those operated for profit. Usually the children are eager to have some place to go. The George Washington Carver High School is equipped with radios, pianos, projectors and a gymnasium. There is a fine opportunity for the clubs to use sports as one of their forms of recreation during the summer months in order to keep the spirit alive and enjoy some play along with their activities.¹ Since schools are made for the children's enjoyment, the school that neglects these phases of activities fails to live up to its responsibility of leadership in the community.

Student School Activities

The Student Council and Staff on the George Washington Carver High School Paper. — The editorial staff of "The Carver Lantern,"

1

Sanderson, Dwight, Rural Sociology and Rural Social Organizations, p. 582.

receives training in journalism under the guidance of teachers who have charge of such activities. The students have set up a major and minor plan in the school restricting participation. They have two methods employed in operating their organizations. These are: (1) the major-minor plan, and (2) the point system. The major-minor plan consists briefly of classifying all activities as major or minor according to responsibility and expenditure of time involved and restricting the participation of any one pupil to a specified number of "majors" and "minors" of their equivalents.¹

Carver School Activities

Major

Major Sports
Editor of Annual
Business Manager of Annual
Debating Team -
President of Student Body
Secretary of Student Body
Editor of School Paper
Manager of School Paper
Leader of Band
Leader of Choral Club

Minor

Minor Sports
Membership in all clubs
Class Officers
Participation
Member of Staff of Annual
Member of Staff of School
Cheer Leader
Chairman of Student Body
Committee

Participation is usually limited to some such equivalent as two majors, one minor and two minors or four minors.

The number of points vary each year according to the interest the group places on the values. They range in value from one to ten points. These points are passed on by the faculty committee when they are presented for their consideration. The faculty has used the policy of checking these about twice a year. The students are notified and the reports are placed on their activity records.

¹Douglas, Harold R., Organization and Administration, p.234.

The library has trained students to handle and check out books to the students and teachers whenever the librarian is not present. The load for each teacher has left this responsibility to student - help quite a bit in the school.¹ However Library Science will have a definite place in the school program beginning with the term, September, 1948.

1

Vaughn, Florence, Interview with the local Superintendent.
April, 1948.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

This study has attempted to present some significant data that has been assembled for the consideration of those who are interested in consolidating schools in Negro communities. These consolidations are possible in many rural areas due to the heavily populated Negro settlements such as those found in Harrison County where 58.6 per cent of the population are Negroes.

No study of Negro education in the school system in Harrison County has been found concerning the educational provisions, and rural consolidations that have been, and are to be made for improvement.

All data that have been collected dealt primarily with the development of the George Washington Carver High School, Karnack, Texas. This consolidation is one that provides general instruction in community planning and special instruction for the 492 scholars and the 300 Negro families that live within the area.

Harrison County has not been classed among the progressive counties in developing schools. This may be attributed to the dense Negro population. The history of the community dates back to 1842 and the community developed rapidly after the ship channel was built on Caddo lake, eight miles from Karnack. Ships transported cotton from the East Texas area to Shreveport, Louisiana, and there the ships entered the Red River channel bound for the

port of New Orleans. In 1872 the railroad shops were moved from Longview to Marshall. These enterprises gave steady employment to the people in Karnack. Along with these industrial advantages, lumbering, fishing and brick making are the leading occupations in the county. The Negro population is equally distributed in the rural area. The county schools have been placed in small communities, one and two miles apart. Many attempts have been made to consolidate other schools since the first consolidation at Karnack in 1939, but for some reason they never succeed in qualifying for consolidation. The situation is deplorable. This presents a great challenge to the parents and educators to find the solution that will make the opportunities possible for consolidations.

There are seven communities consolidated in the Karnack Negro school set-up which requires six buses to transport 90 per cent of the school enrollment.

At the present time all of the teachers hold bachelors degrees, except one, and this teacher has resigned because of partial blindness. He had taught in the district twenty-eight years; before the district was consolidated, and eight in the new school. His experience reveals the fact he began teaching for \$40.00 for six months in the year and had to borrow money to live on during the summer. His experience can be compared with the beginning salary of a teacher with a college degree in the same district today at \$2007 .00 for nine months work.

The school enrolled 536 students in 1940. There has been a decided decrease in the enrollment since that time. In 1948, the enrollment was 492. There are future hopes of consolidating five small schools in an adjoining district at Leigh, Texas. If this occurs, this will increase the school's enrollment and enlarge the faculty making George Washington Carver one of the largest rural schools in Texas.

The school has served the community as a center for religious services and for State programs held in Harrison County for professional improvements. The community programs are child-centered. The school has adopted the philosophy; "working together for the development of the whole child, sensitive to his needs in the community; cooperating, planning and engaging in activities that stimulate child interest for all the common good."

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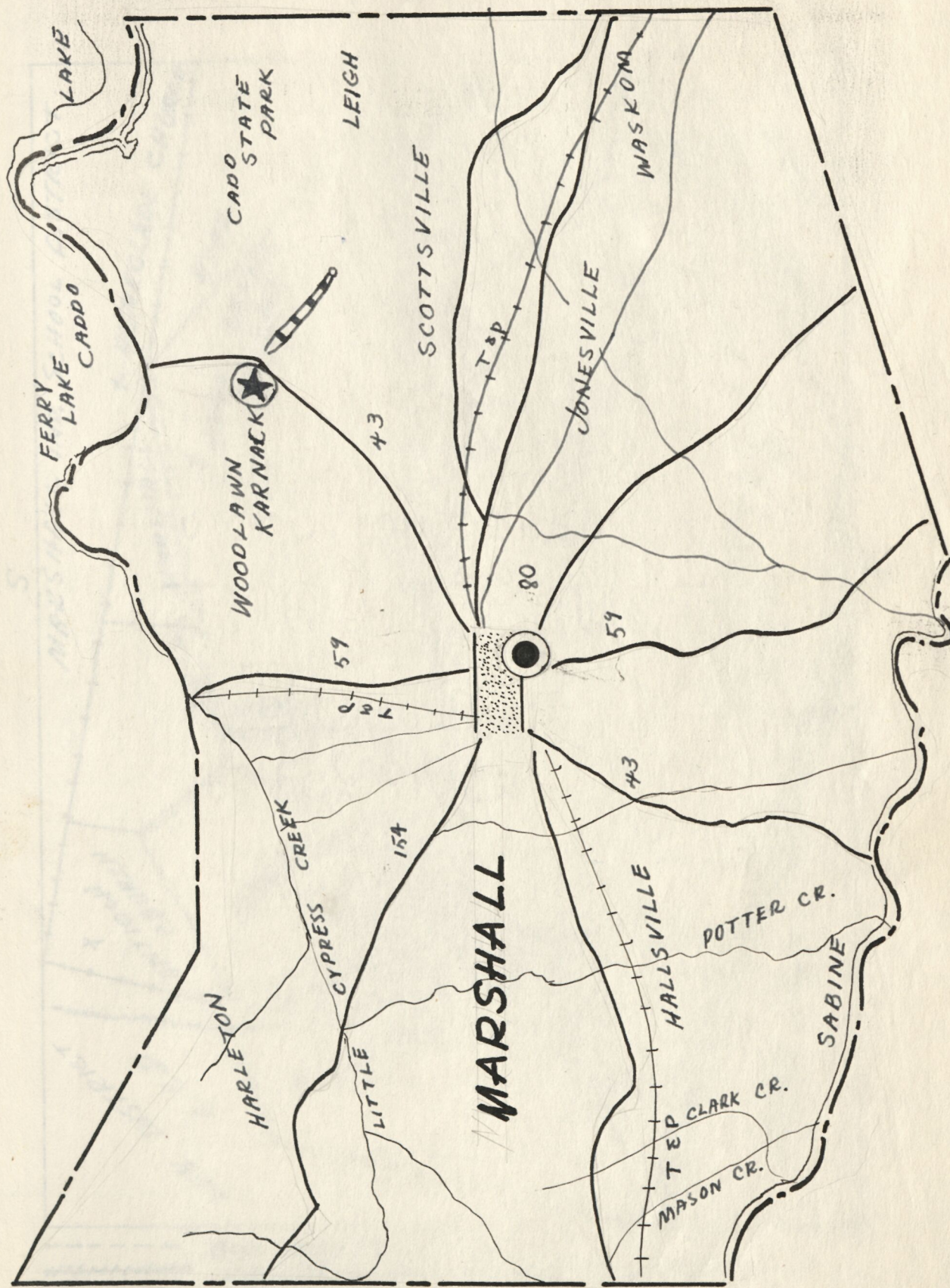
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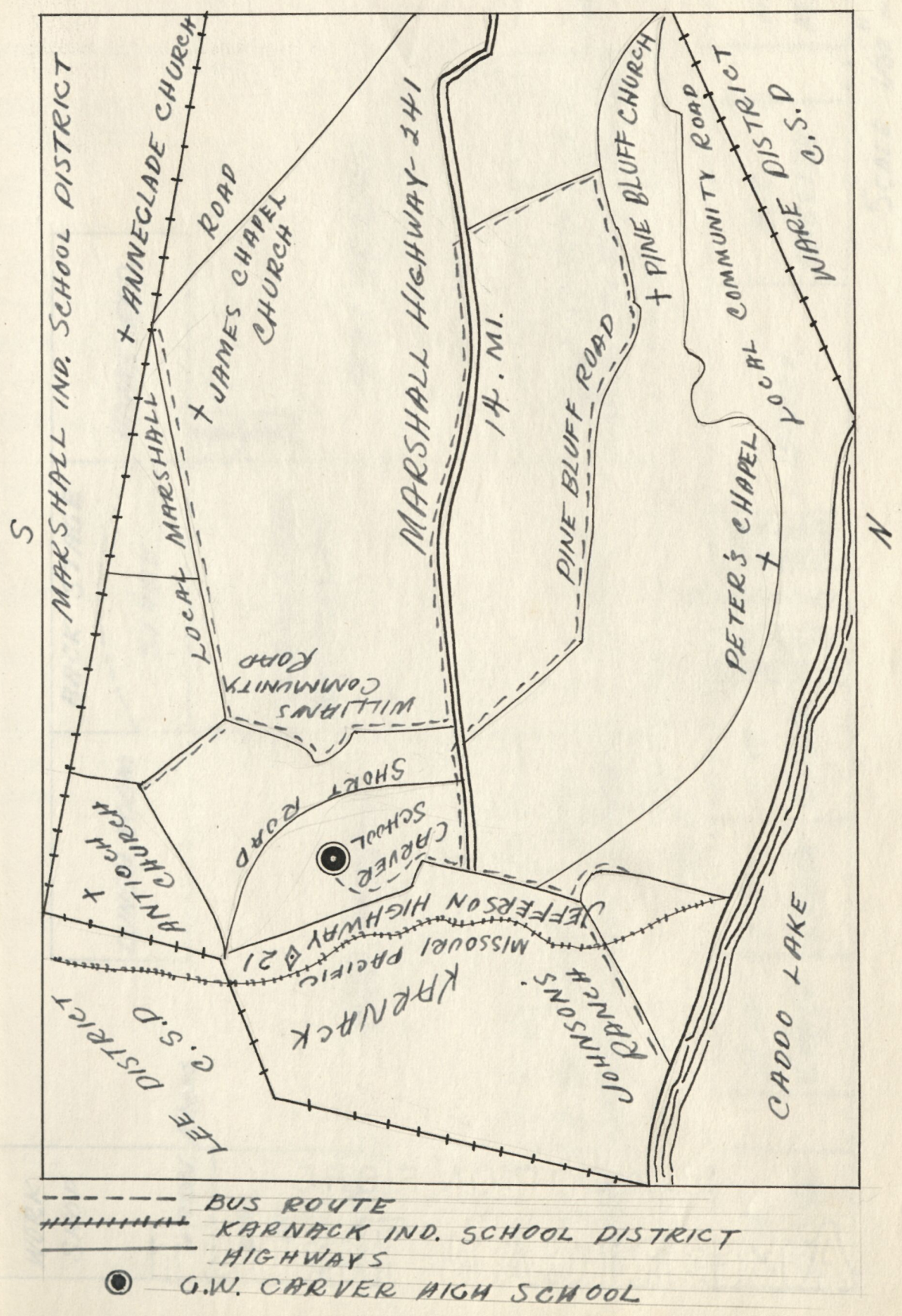
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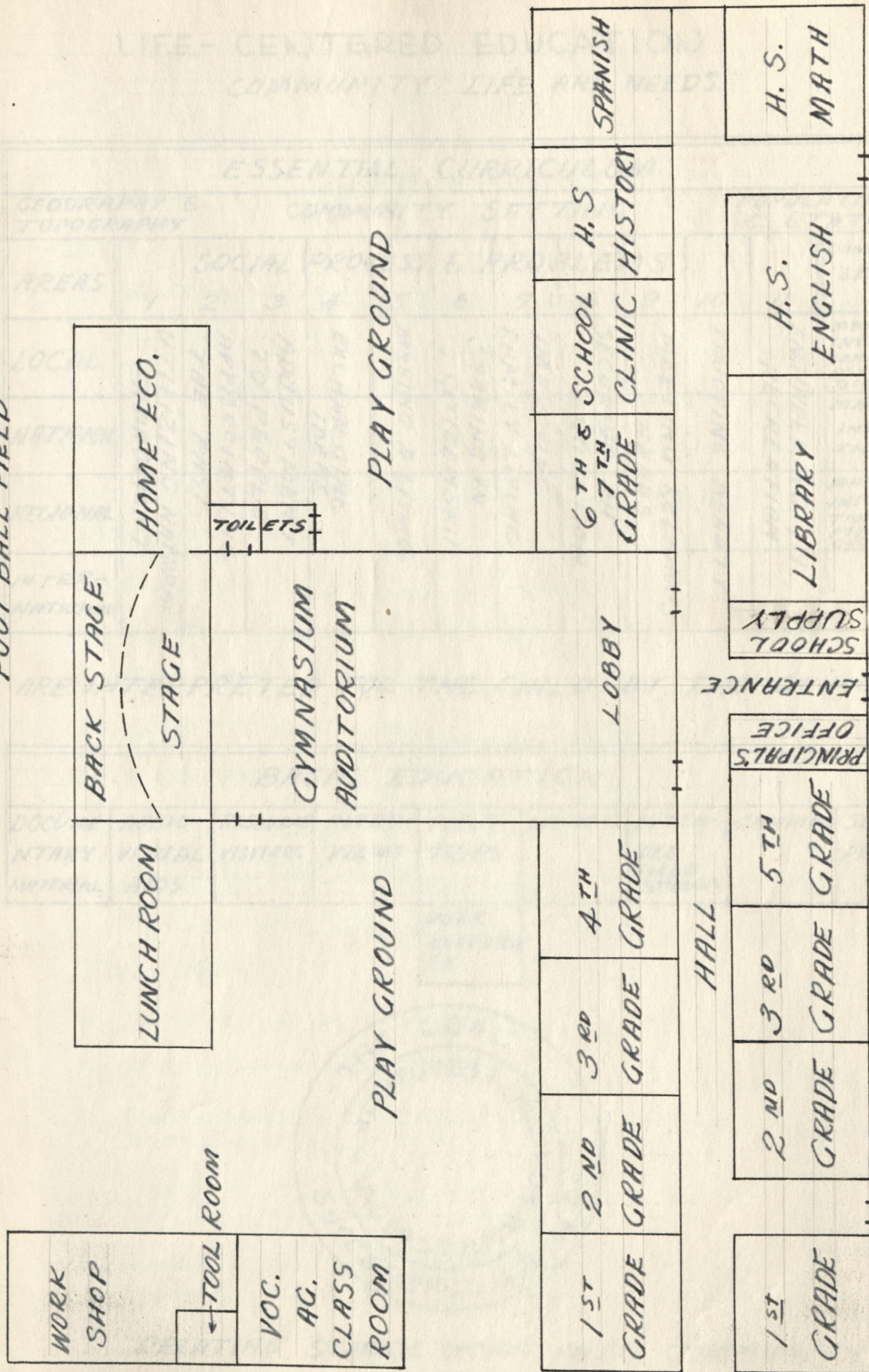
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HARRISON COUNTY





FOOT BALL FIELD



LAYOUT PLAN OF G.W. CARVER SCHOOL, KARNACK, TEXAS

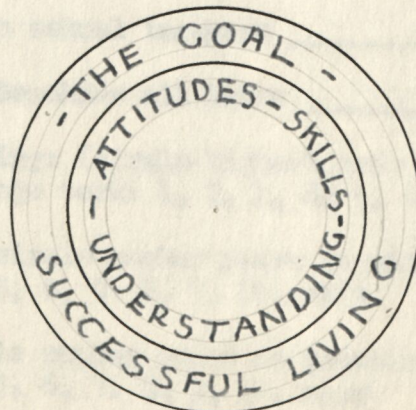
LIFE-CENTERED EDUCATION

COMMUNITY LIFE AND NEEDS

ESSENTIAL CURRICULUM													
GEOGRAPHY & TOPOGRAPHY		COMMUNITY SETTING										POPULATION & STATUS	
AREAS		SOCIAL PROCESS & PROBLEMS											COMMUNITY LEVELS
	1	2	3	4	5	6	7	8	9	10	11		
LOCAL	UTILIZING NATURAL ENVIRONMENT	APPRECIATING THE PAST	ADJUSTMENT TO PEOPLE	EXCHANGING IDEAS	MAKING A LIVING	SHARING IN CITIZENSHIP	IMPROVING FAMILY LIVING	SECURING AN EDUCATION	MEETING RELIGIOUS NEEDS	ENJOYING BEAUTY	ENGINEERING IN RECREATION	MATERIAL INSTRUCTIONAL PSYCHOLOGICAL	
NATIONAL												MATERIAL INSTITUTIONAL	
REGIONAL												MATERIAL INSTITUTIONAL PSYCHOLOGICAL	
INTER-NATIONAL													

ARE INTERPRETED FOR THE CHILD BY THE SCHOOL

BASIC EDUCATION									
DOCUMENTARY MATERIAL	AUDIO-VISUAL AIDS	RESOURCE VISITORS	INTER-VIEWS	FIELD TRIPS	SURVEYS	EXTENDED FIELD STUDIES	CAMPING	SERVICE PROJECTS	
				WORK EXPERIENCE					



RELATING SCHOOL WORK WITH COMMUNITY
LIFE NEEDS

APPENDIX D

AN APPRAISAL OF THE EDUCATIONAL PROGRAM OF THE KARNACK
CONSOLIDATED RURAL HIGH SCHOOLS FOR NEGROES IN
KARNACK, TEXAS

CHECK LIST OF ELEMENTS

GENERAL

1. Name of School _____
2. County _____
3. Name of person reporting _____
4. Position of person reporting _____
5. Date of Consolidation _____

ADMINISTRATION

1. Length of term _____ months
2. Number of elementary teachers _____ Male _____ Female.
3. Number of part time teachers _____ Male _____ Female.
4. Number full time teachers _____ Male _____ Female.
5. Number special-field teachers: _____
 - a. Voc. Ag. _____; b. Homemaking _____; c. Industrial Arts _____;
 - d. Veterans Voc. Schools _____; e. Handicapped Children _____;
 - f. Others name _____

(Please check)

6. Number of high school teachers _____ Male _____ Female.
7. Total number teachers all kinds _____ Male _____ Female
8. Teacher training: (circle highest year completed)
Years of College work: 1, 2, 3, 4, 5, 6.
9. Experience: (circle number years taught)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, more
10. Tenure: (circle number years in present position)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, more

11. Approximate average annual salary: (check nearest value)
- a. Principal: \$2400, 2600, 2800, 3000, 3200, 3600,
 - b. Full time teachers: \$1500, 1800, 2000, 2200, 2400
 - c. Special-field teachers: \$2000, 2200, 2400, 2600, 3000

12. High School Enrollment:

- a. 1st year _____ boys _____ girls
- b. 2nd year _____ boys _____ girls
- c. 3rd year _____ boys _____ girls

Total high school enrollment _____

13. Number transported _____

14. Number enrolled by transfer _____

15. Records kept: (please check)

- a. Cumulative _____ b. Intelligence test _____ c. Aptitude _____
- d. Achievement _____ e. Others (name) _____

(Please enclose samples of forms used)

16. Curriculum

A. Organization:

- (1) Conventional _____
- (2) Departmental _____
- (3) Progressive _____

B. Special courses offered: (1) Typing _____; (2) Music _____;
(3) P.E. _____; (4) Art _____; Others (name) _____

C. Vocational courses offered: (1) V. A. _____; (2) H. M. _____
(3) M.A. _____; (4) Others (name) _____

D. Extra-Curricular Activities (check)

CLUBS

1. Dramatics _____
2. Handicraft _____
3. Boy Scouts _____
4. Hi "Y" _____
5. Jr. Red Cross _____
6. Others (name) _____

ATHLETICS

1. Football _____
2. Basketball _____
3. Volley ball _____
4. Softball _____
5. Tennis _____
6. Track _____
7. Others (name) _____

E. Musical Organizations:

1. Choral Club _____
2. Jr. Glee Club _____
3. Quartet
 - a. Male _____
 - b. Female _____
4. Band _____
5. Rhythm Band _____
6. Others (name) _____

F. Guidance Offered:

1. Committee _____
2. Principal _____
3. Counselor _____
4. Home Room Teacher _____
- Others (name) _____

17. Community Services: (Please check)

A. Civic Momentsents Sponsored:

1. Improved water supply _____
2. Soil Consevation _____
3. Improved Roads _____
4. R. E. A. _____
5. Immunization programs _____
6. Clean up days _____

B. Recreational and Cultural Activi-
ties

1. Community Fairs _____
2. Visiting Artist _____
3. Interscholastic League _____
4. Forums _____
5. Song Festivals _____
6. Church programs _____

Please copy your daily schedule below. Indicate number of pupils in each class - male and female.

CLASS

PUPILS

APPENDIX E
PHYSICAL PLANT

1. Size of plant in acres: 3, 5, 10, more (Under score nearest)
2. PROJECTS: Garden _____
 Poultry _____
 Name others _____

3. Number of Buildings _____; Number of classrooms _____;
Farmshop _____; Homemaking Department _____;
Gymnasium _____; Auditorium _____; Lunchroom _____;
Library _____; others (please name) _____

4. SCHOOL EQUIPMENT:
Typewriters _____, Mimeograph _____, Piano _____, Victrola _____
Radio _____, Band instruments _____, Library (Number of
volumes _____, Science laboratory _____
5. WATER SUPPLY:
hydrant _____, Well _____ Hydraulic ram _____
6. Sanitation: Flush toilets _____; Pit toilets _____;
Chemical toilets _____
7. LIGHTS;
Electric _____, Gas _____, Kerosene _____
8. POWER : Farmshop motors _____; Pump or Well motors _____;
Other motive power _____

Success of Graduates

1. Approximate number of graduates since consolidation:

(a) Male _____; (b) Female _____

2. Approximate number that entered college:

(a) Male _____; (b) Female _____

3. Number completing 2 yrs _____; 3 yrs _____

4 yrs _____ More _____

4. Number in teaching profession:

(a) Male _____; (b) Female _____

APPENDIX F

GENERAL INFORMATION CARD

G. W. CARVER HIGH SCHOOL, 1947-1948

Name _____
(last) (first) (Other)

Date of Birth _____ Place _____

Name of Parents _____

Parents' Address _____

Telephone Number _____ Occupation of Parents: _____

Which parent, if either, is not living? _____

Last School Attended _____

Last Grade Completed _____

Date of Last Vaccination for Smallpox _____

Occupation You Think You Are Most Likely to Follow: _____

Do You Intend to Graduate? _____

Go to College? _____ Where? _____

What Are Your School Problems: _____

What Things Do You Enjoy Doing? _____

APPENDIX G

THIS FORM IS INTENDED TO BE USED TO SHOW THE
COST OF AND SIZE OF THE CARVER SCHOOL,
KARNACK, TEXAS

NAME OF SCHOOL _____

1. Number of Rooms _____
2. Size _____
3. Style of Building _____
4. Cost _____
 WPA _____
 Bond Issue _____
5. Built by Whom? _____

6. Approximate Number of Months
 for Completion _____
7. Type of Material Used in
 Building _____

APPENDIX H

George Washington Carver School
Karnack, Texas
March 4, 1948

Brown and Brown Contractors
Dallas, Texas

Gentlemen:

I have attempted to make a study on the development of the George Washington Carver School as a Consolidated School. I am interested in getting the amount of money spent for the erection of the Negro School.

I am asking you to give the letter your earliest consideration and return it to me in the stamped self-addressed envelope.

Yours truly,

T. C. Franklin

APPENDIX I

R - 1 Earver School
Karnack, Texas
May 1, 1948

Mr. J. H. Wilbanks
Superintendent of the Karnack Schools
Karnack, Texas

Dear Sir:

I am making a study about our consolidated school district at Karnack, Texas.

I have been encouraged to make this study by many of the Carver school teachers and friends, from time to time.

I am asking you for all of the available information on the building and cost; and return it to me in the stamped self-addressed envelope.

Yours very truly,

T. C. Franklin

APPENDIX J

Route 3, Box 95
Marshall, Texas
June 28, 1948

T. C. Franklin:

I found in the History of the Post Offices of the First Congressional District that the town Karnack was named for Karnack on the River Nile in Egypt.

I think I told you that Marshall was named after the Justice John Marshall of the United States Supreme Court. I should have said Chief Justice John Marshall of the U. S. Supreme Court.

The original site of Marshall in area was one-half mile square. Each side was one-half mile long.

I hope that this little information will help you on your thesis. I am glad to help you and wish you the best of luck. If you want any more information, I will be glad to give it to you.

Very truly yours,

Ernest Berglund, Jr.

APPENDIX K

GEORGE WASHINGTON CARVER ADMINISTRATION CHART

